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ABSTRACT

The 10th annual report to Congress from the National Advisory Council on Indian Education (NACIE) is dedicated to Olympic athlete Jim Thorpe, and details activities during fiscal year 1983. Part I contains an overview of the Council; the report introduction; legislative history; and lists of council members, committees, and NACIE functions. Part II provides the Council's recommendations to Congress and the Secretary of Education which include reauthorizing and appropriating the Indian Education Act of 1972, Title IV; amending the Act to provide "Indian Preference" employment policies for staffing the Title IV Indian Education Programs Office in the Department of Education; continuing support for the Tribally Controlled Community Colleges Assistance Act; urging the Bureau of Indian Affairs to place high priority on the study of Indian arts and culture; and supporting legislation to meet the rapidly emerging need for contemporary, high-quality vocational/technical education for Indians and Alaska Natives. Part III describes Council Activities. Part IV furnishes profiles of Title IV programs and fellowships for 1983. Part V consists of five tables showing a state-by-state distribution of funds awarded to Title IV grantees. Also included is a map showing the locations of the 48 full NACIE meetings. (NEC).

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COVER

The cover depicts the style of artwork found in the wall mural paintings at St. Stephens Indian School on the Wind River Indian Reservation in West-Central Wyoming. The artist, Eugene J. Ridgely, Jr., is an enrolled member of the northern Arapahoe Tribe has been the art teacher at St. Stephens since 1976, and as a child attended elementary school at St. Stephens.

Ridgely majored in art at Central Wyoming College and received a Bachelor of Arts Degree in education from the University of Wyoming in 1974. He was elected to Outstanding Young Men in America in 1977 and again in 1981.

St. Stephens Indian School originated in 1884 as a Jesuit Mission School. In 1976, the school changed hands and is now a Bureau of Indian Affairs Contract School. The K-10 school recently moved into a new facility adjacent to the Old Catholic Mission. For the first time in the history of the Mission, the school administration is all-Indian, under the direction of an all-Indian school board.

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THE INDIAN EDUCATION ACT:
INDIAN STUDENTS HAUE THE RIGHT TO EXCELLENCE IN EDUCATION

THE TENTH ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES

FISCAL YEAR 1983

NATIONAL ADUISORY COUNCIL ON INDIAN EDUCATION
Pennsylvania Building, Suite 326
425 13th Street, N.W.
Washington, D.C. 20002
202/376-8882

ANNUAL REPORT COMMITTEE

Chairperson - Clarence Skye
Member - Grace Goodeagle
Member - Fred Nicol
Consultant - Ruth E. Thaler

DEDICATION
Jim Thorpe, 1888-1953

The 10th Annual Report of the National Advisory Council on Indian Education (NACIE) is dedicated to Jim Thorpe, "the greatest athlete in the world," in recognition of his outstanding contributions to increasing the positive image of Native Americans in the eyes of the United States and the world.

Thorpe, a member of the Sac and Fox tribe, became a national hero when he won gold medals in the pentathlon and decathlon events of the Swedish Olympics of 1912--considered the most demanding of all Olympic events. His record of excellence included world records in track and field as a student at Carlisle Indian School; All American in lacrosse, basketball, and football, and professional performance in baseball, football, hockey, and boxing.

Thorpe is a shining example to American Indians and Alaska Natives not only for his outstanding achievements as an athlete, but also for his and his family's perseverance in attaining justice. In 1982, after 70 years of effort, Thorpe's Olympic gold medals were restored to him, overturning an International Olympic Committee decision stripping him of the medals for earning about $60 a month playing baseball several years before competing in the Olympics. The medals and his record of achievement have now been restored. To Jim Thorpe and his legacy of excellence, we dedicate this report.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

March 1984

TO THE CONGRESS OF THE UNITED STATES:

Congress enacted P.L. 92-318, the Indian Education Act, in 1972, and directed that the National Advisory Council on Indian Education present a report on an annual basis to them, the Secretary of Education, and the White House. It has been my privilege to chair NACIE's endeavors this past year, and on behalf of the members and staff of the Council, it is my pleasure to submit this Tenth Annual Report, "Indian Students Have the Right to Excellence in Education."

In April 1983, the National Commission on Excellence in Education issued its clarion cal. for quality in education, A Nation at Risk, stating: "Our Nation is at risk ... the education foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people ..." With Indians remaining at the low levels of educational achievement rankings, the situation is more debilitating than threatening.

However, there is cause for hope. During the 20-year period of general erosion of education in the United States, improvements in Indian education have been documented in various objective audits and evaluations. The substantial contributions of the Title IV Programs to these favorable findings warrant full and fundamental review by the Congress of the United States in considering reauthorizing the Indian Education Act.

Secretary of Education Terrel Bell's 1983 Program Audits Report for Title IV to the Congress documented that Indian students, parents, and local school districts are "... benefiting substantially from the Title IV Indian Education Act Programs." Further, Bell stated that as a result of Title IV, Indian students' achievement and self-esteem have improved, cultural awareness has been heightened, and the dropout rate decreased. Earlier evaluation reports also have documented favorable attainment and performance.

425 13th STREET, N.W. / PENNSYLVANIA BLDG. / SUITE 326 WASHINGTON, D.C. 20004

The federal mandate of "self-determination" for Indian Nations has little meaning without a base of self-sufficiency upon which to build. Self-sufficiency, in turn, must await the tandem achievements of economic development and appropriate education competencies. The Council recognizes that "more of the same" Title IV programs could be inappropriate. For this reason, NACIE has begun to evaluate appropriate educational technology, curriculum, accreditation, motivational factors in student achievement, and community values which illuminate the path to excellence and equity in American Indian and Alaska Native educational achievement.

I am pleased that the Council has chosen to dedicate this 10th Annual Report to the memory of Jim Thorpe who was, and is, a leader not only in the Indian worlds but in the world at large. I also believe this report can be dedicated to the members of the Council, each of whom is devoted to the betterment of educational opportunities for Indian peoples. The report itself, of course, is only one means by which we are fulfilling our obligation to the Administration and Congress by furnishing information which can be used to implement necessary changes and improvements in the programs established by the Indian Education Act.

Sincerely,

Thomas E. Sawyer

Dr. Thomas E. Sawyer, Chairman
National Advisory Council on
Indian Education

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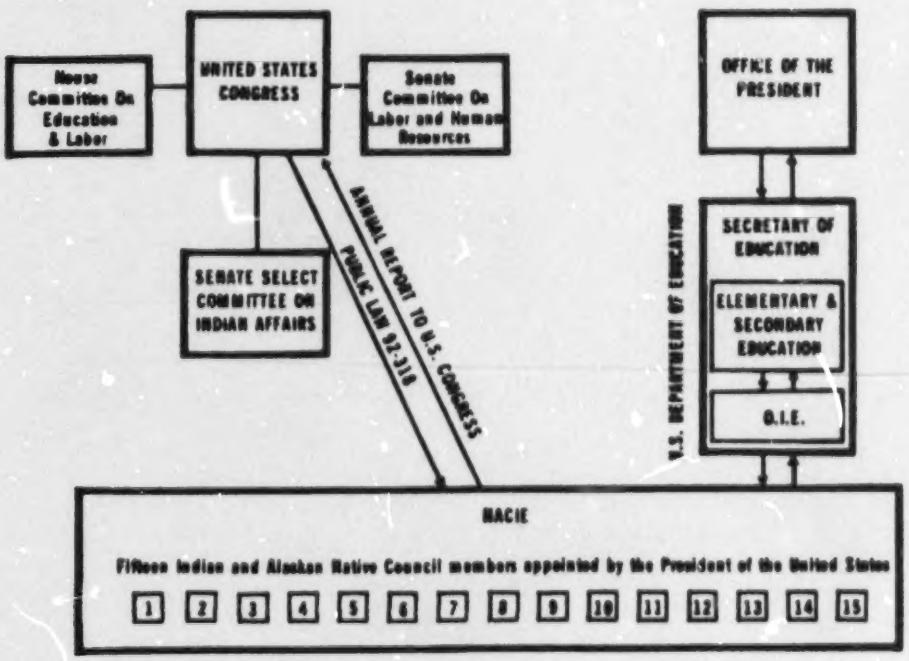
PART I

OVERVIEW OF
THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE)

Figure 1 illustrates the function of the Council. NACIE is the sole Indian organization designated as an "Executive Agency" of the United States Government.

Figure 1


House Committee On Education & Labor
UNITED STATES CONGRESS
Senate Committee On Labor and Human Resources
OFFICE OF THE PRESIDENT
SECRETARY OF EDUCATION
ELEMENTARY & SECONDARY EDUCATION
O.I.E.
U.S. DEPARTMENT OF EDUCATION
SENATE SELECT COMMITTEE ON INDIAN AFFAIRS
ANNUAL REPORT TO U.S. CONGRESS
PUBLIC LAW 92-318
NACIE
Fifteen Indian and Alaskan Native Council members appointed by the President of the United States
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

"The relationship of the National Advisory Council on Indian Education to the United States Congress and to the Executive Branch"

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INTRODUCTION

This is the Tenth Annual Report submitted by the National Advisory Council on Indian Education (NACIE) to the Congress of the United States, covering the reporting period of October 1982 through September 1983. Throughout the last 11 years, NACIE has provided the Congress advice, recommendations, status reports, and background information resulting from many communications with American Indians and Alaska Natives throughout the nation, regarding the educational services authorized by the Indian Education Act of 1972, Title IV of Public Law 92-318, as amended. These services and programs are detailed herein.

While this Council is fully aware of the historical, legal, and political relations between the Federal Government and the Indian tribes, the 119 treaties between the United States and the tribes that have educational provisions are of particular interest. There also are numerous Federal statutes, regulations, and court decisions that affirm that the United States has a responsibility to provide education for Indians (see Glossary for definition of "Indian").

The most important priority of the Council is to assist and ensure that each Indian student receives the best possible education within the framework of available and attainable resources.

NACIE also places a high value on excellence in education and realizes the importance of good schooling to individual Indians and their respective tribes and communities.

The Council has urged American Indians and Alaska Natives to become familiar with the many major national studies and reports on education. Special emphasis was placed on the implication of the proposed reforms generated from Secretary of Education Terrel Bell's National Commission on Excellence in Education Report, "A Nation at Risk, April 1983." The Council understands that educational change or reform on a national basis, state-by-state, has a direct bearing on schools that serve Indians.

It is vital that the current network of federal education programs (BIA, Impact Aid, Chapter I, Vocational Education Set-aside, etc., in addition to Title IV) be retained and carefully orchestrated so Indians can continue to make important gains in education. In so doing, the Council will continue to keep the Congress of the United States informed of progress and activities.

LEGISLATIVE HISTORY

There are some dramatic changes taking place in educational achievement among Indians.

To better understand these changes, it is helpful to review the legislative history preceding them and leading to their development.

The Indian Education Act, Public Law 92-318, was enacted June 23, 1972, and authorized the Title IV Indian Education Programs. Representative programs are described in Part IV of this report. The Act also created the National Advisory Council on Indian Education (NACIE). Currently, the Council is comprised of 15 American Indians and/or Alaska Natives who are appointed by the President of the United States to serve a maximum three-year term of office. The Council advises the Congress and the President of the United States via the Secretary of Education on the administration of Federal Indian Education Programs with a primary emphasis on those in the Department of Education. NACIE serves in an advisory capacity only. (A complete list of NACIE functions is in the Appendix.)

The Indian Education Act of 1972, Title IV, Public Law 92-318, as amended, was originally scheduled for expiration on October 1, 1983. However, the Congress of the United States extended the authorization to October 1, 1984, with a proviso that will keep the programs operating for an additional year through September 30, 1985.

The previous Council conducted a series of comprehensive public hearings from October 1980 through April 1982 to elicit testimony from American Indians and Alaska Natives on the value of Title IV programs for their respective tribal reservations and communities. The hearing reports indicate that many benefits have accrued and that programs under the Indian Education Act are considered of value to those reservations and communities. Participants have urged that Title IV be continued to meet educational needs that have not been addressed. This Council continues to receive testimony that substantiates support for Title IV as reflected in the public hearing reports.

As a result of programs through the Indian Education Act, there is a substantial increase in the number of Indians who are trained professionals in the occupational and career areas of Medicine, Business Administration, Engineering, Education, Environmental Sciences, and Law.

Another example of significant change is in the governance of the local schools serving Indians. Statutes like Title IV have provided access for local control which is vital to community and tribal pride. Parent Advisory Committees have developed rapidly among Indian communities. Laws like Public Law 95-561 have brought many Indian school boards into existence. This decade-old movement is reaching many people and aids Indians to become self-determining in educational matters.

Judging by the details of the Title IV public hearing reports, public testimony by Indians, and related supportive information, the Congress of the United States and the Administration definitely should continue to authorize educational services sponsored under statutes like Public Law 92-318, as amended. These indications strongly support the need of continued Indian education activities and programming.

Indian people, on and off reservations, need this kind of supplemental education to enrich and promote success and as a key to achieving economic parity or "the good life." Tribal people recognize that good education serves as the catalyst for improving their socioeconomic conditions, and that Indian Education Act activities provide this vital catalyst.

NACIE MEMBERS AND STAFF

Presidential Appointees

(As provided in 5 USC 1233b, these members continue to serve until the President appoints their successors.)

Dr. Thomas E. Sawyer (Cherokee), Chairman
Indian Affiliates
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P.O. Box 1134
Orem, UT 84058

Mr. Robert B. Brewington (Tuscarora)
Brewington's Welding Corporation
P.O. Box 565
Pembroke, NC 28372

Mr. Terrance J. Brown (Karuk)
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Apt. B-120
Falls Church, VA 22044

Mr. Louis R. Bruce (Mohawk-Sioux)
Native American Consultants, Inc.
725 2nd Street, N.E.
Washington, D.C. 20002

Mr. Dennis Demmert (Tlingit)
Director
Alaska Native Programs
University of Alaska
Fairbanks, AK 99701

Ms. Christine C. Harte (Menominee)
P.O.Box 358, Yale Station
New Haven, CT 06520

Mr. Fred Nicol, Jr. (Shoshone)
165 South 5th Street
Lander, WY 82520

Mr. Clarence W. Skye (Sioux)
P.O. Box 1193
Pierre, SD 57501

Mr. Michael L. Stepetin (Aleut)
1619 Southeast Morrison Avenue
Portland, OR 97214

Mr. Eddie L. Tullis (Creek)
Tribal Chairman
Poarch Band of Creeks
Star Rt. A
Box 105-A
Atmore, AL 36502

These members served in the reporting period
October 1, 1982 - September 30, 1983

Staff

Mr. Lincoln C. White (Mohawk), Executive Director
Ms. Debbie Vozniak, Administrative Officer
Mrs. Winona Jamieson (Seneca), Research Assistant
Ms. Joyce E. Stanley, Secretary Typist

NACIE COMMITTEES

EXECUTIVE COMMITTEE

Chairperson - Dr. Thomas Sawyer
1st Vice Chairperson - Mr. Michael Stepetin
2nd Vice Chairperson - Mr. Eddie Tullis
1st Member at Large - Mr. Terrance Brown
2nd Member at Large - Mr. Robert Brewington

LEGISLATIVE, RULES, & REGULATIONS COMMITTEE

Chairperson - Mr. Dennis Demmert
Member - Mr. Terrance Brown
Member - Mr. Louis Bruce

GOVERNMENT PROGRAMS STUDY COMMITTEE

Chairperson - Mr. Louis Bruce
Member - Mr. Eddie Tullis
Member - Mr. Fred Nicol

TECHNICAL ASSISTANCE, RESEARCH, & EVALUATION COMMITTEE

Chairperson - Ms. Christine Harte
Member - Mr. Dennis Demmert
Member - Mr. Robert Brewington

ANNUAL REPORT COMMITTEE

Chairperson - Mr. Clarence Skye
Member - Mr. Fred Nicol
Member - Ms. Grace Goodeagle

SEARCH COMMITTEE

Executive Committee

PROPOSAL REVIEW COMMITTEE

All Council Members

NACIE FUNCTIONS

The Council shall advise the Congress and the Secretary of Education with regard to programs benefiting Indian children and adults. More specifically, the Council shall:

1. Submit to the Secretary a list of nominees for the position of Director of Indian Education Programs;

2. Advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children and adults participate from which they can benefit, including Title III of the Act of September 30, 1950 (P.L. 81-874) and Section 810; Title VIII of the Elementary and Secondary Education Act of 1965 (as added by Title IV of P.L. 92-318 and amended by P.L. 93-380), and with respect to adequate funding thereof;

3. Review applications for assistance under Title III of the Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Act of 1965 as amended, and Section 314 of the Adult Education Act (as added by Title IV of P.L. 92-318), and make recommendations to the Secretary with respect to their approval;

4. Evaluate programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations;

5. Provide technical assistance to local educational agencies and to Indian education agencies, institutions, and organizations to assist them in improving the education of Indian children;

6. Assist the Secretary of Education in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Act of September 30, 1950 (P.L. 81-874) as added by Title IV, Part A of P.L. 92-318;

7. Submit to the Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs; and,

8. Be consulted by the Secretary of Education regarding the definition of the term "Indian" as follows:

DEFINITION

Sec. 453 [Title IV, P.L. 92-318]. For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

GLOSSARY

BIA	Bureau of Indian Affairs
FORM 506	Title IV Indian Eligibility Certificate
GED	General Equivalency Diploma
EPD	Educational Personnel Development
IEA	Indian Education Act
IEP	Indian Education Program
LEA	Local Education Agency
NACIE	National Advisory Council on Indian Education
NON-LEA	Indian Controlled Schools - Contract
OMB	Office of Management and Budget
PPD	Pilot, Planning, and Demonstration Project
TITLE IV	Title IV of Public Law 92-318
INDIAN	American Indian or Alaska Native

PART II

RECOMMENDATIONS TO THE UNITED STATES CONGRESS AND TO THE SECRETARY OF EDUCATION -- "THIS PROGRAM WORKS!"

The National Advisory Council on Indian Education (NACIE) recommends:

A. That the Congress of the United States continue to support the Indian Education Act of 1972, Title IV of Public Law 92-318, as amended, by reauthorizing the statute.

During the period October 20, 1980, through April 19, 1982, public hearings were held in Dallas, TX; Anchorage, AK; Portland, OR; Nashville, TN; Cambridge, MA; San Diego, CA, and Billings, MT, by the NACIE Legislative, Rules, and Regulations Committee on the reauthorization of Title IV, Indian Education.

Testimony was provided by Indian parents, students, tribal officials, regional Indian organizations. Title IV project staff members and parent advisory committee members, school administrators, university administrators/officials, and many others.

Nine volumes of testimony (transcripts and written) are on file in the NACIE Washington office. A summary of these Public Hearings was presented to the Congress.

The testimony was overwhelmingly in support of Title IV. Specific comments reveal that Title IV programs work and are achieving remarkable results:

- Title IV has reduced dropout figures in Helena, MT, substantially, from 73% 12 years ago to 5-6% at this time. (Portland, OR; October 12, 1981)

- In Boston, MA, academic achievement of Indian students has improved and the overall dropout rate has decreased significantly. (Nashville, TN; January 11, 1982)

- The presence of Title IV has increased the number of students graduating from high school...40% have gone on to higher education. (Portland, OR; October 12, 1981)

- The cultural components of Title IV programs in Fremont, CA, have reinforced pride in Indian heritage, family, and self. (Portland, OR; October 12, 1981)

- The Chairperson of a Title IV parent advisory committee in Fargo, ND, cogently summed up the importance of Title IV Programs to the quality of Indian education: "Title IV has a unifying effect on Indian people in general, has involved Indian parents in the education of their children, has reduced the dropout rate during the seven-year period substantially, and has improved the self-image of Indian children through increased awareness of their Indian heritage." (San Diego, CA; August 4, 1981)

These are only a few of the statements which were made during testimony, but they are representative of the findings of the Committee and the Council, not only that Title IV is working, but that it should be continued and at an increased funding level for the very reason that it is a successful program yielding tangible results.

B. That the Congress of the United States and the Administration provide Indian Education Act of 1972 (P.L. 92-318, as amended) appropriations that are sufficient to meet the current programmatic requirements of the various Title IV programs - Parts A, B, and C and Indian Fellowships.

It is NACIE's recommendation that funding be set at 1981 levels ($81,680,000) in recognition that those programs work and continue to be an invaluable service both to the Indian people and the United States in general.

P.L. 92-318, as amended, is an unusually effective program with untold potential for greater contributions to the quality of Indian life and education, assuming adequate funding.

C. That the Congress of the United States make legislative changes in Public Law 92-318, as amended, to provide "Indian Preference" employment policies for staffing the Title IV Indian Education Programs Office in the Department of Education.

The programmatic services of the Central Office of the Indian Education Programs under Title IV require at least a 50-50 balance of Indian and non-Indian professionals. The Title IV program objectives are directly related to the specific cultures of the many and diverse tribes. Indian professionals obviously are uniquely attuned to the cultural differences between tribes and thus especially fitted to perform in responsible positions once trained or educated for the appropriate profession. The Indian Education Act serves as a valuable link between reservations and the outside work world in this way.

D. That the Congress of the United States continue to support Public Law 95-471, Tribally Controlled Community Colleges Assistance Act, as amended, to ensure that the appropriations meet the growing needs of Indians and Alaska Native students as they seek higher education in supportive environments close to reservations and native villages.

Many experts in Indian education feel that this legislation is among the most positive and far-reaching of programs to improve quality of life for Indian youth. P.L. 95-471 provides a standard of educational quality that is crucial to the efforts of Indian youth to become successful.

A bill to amend and extend the Tribally Controlled Community Colleges Assistance Act of 1978 was passed in 1983. In addition to extending the authorization for the 1978 Act through 1987, it authorized a community college program and provided for an endowment program in which the federal government would match funds from private or tribal sources up to $350,000 per year. The bill also provided for a study of facilities to be done by the General Services Administration (GSA) to determine need for renovation, reconstruction, and new construction and authorizes grants for such work recommended by the GSA.

E. That the Congress of the United States urge the Department of the Interior - Bureau of Indian Affairs to place high priority on the study of Indian arts and culture.

This can be enhanced by supporting and operating schools such as the American Institute of Indian Arts in Santa Fe, New Mexico. Existing programs should be continued based on effectiveness and results, and strengthened where appropriate.

F. That the Congress of the United States support legislation designed to meet the rapidly emerging need for contemporary, high-quality vocational/technical education for Indians and Alaska Natives.

Quality vocational education resulting in practical employment of students as functional members of the workplace will aid the economic base of the Indian peoples and thus benefit the overall U.S. economy and social structure.

G. That the Congress of the United States encourage Federal and state agencies to work closely with Indian people and the "private sector" to ensure that training and education are directed toward meeting the current and future needs in high technology and related areas.

Up-to-date training and work-study programs developed with the private sector will ensure a successful future for today's Indians.

A SUMMARY OF FEDERAL FUNDS APPROPRIATED BY THE CONGRESS OF THE UNITED STATES IN SUPPORT OF TITLE IV-THE INDIAN EDUCATION ACT OF 1972

(IN THOUSANDS OF DOLLARS)

Fiscal Year	Part A	Part B	Part C	ADMIN.	TOTAL
1973	$11,500	$ 5,000	$ 500	$1,000	$18,000
1974	25,000	12,000	3,000	1,759	41,759
1975	25,000	12,000	3,000	2,000	42,000
1976	35,000	16,000	4,000	2,055	57,055
1977	37,000	14,080	4,200	1,932	57,212
1978	38,850	14,400	4,410	2,072	59,732
1979	48,000	15,500	5,930	2,305	71,735
1980	52,000	15,600	5,830	2,470	75,900
1981	58,250	14,500	5,430	3,500	81,680
1982	54,960	14,880	5,213	2,799	77,852
1983	48,465	12,600	5,531	2,589	69,185
1984	50,900	12,000	3,000	2,880	68,780

GENERAL RECOMMENDATIONS

Funding levels for the supplemental/enrichment Indian Education Programs must be sufficient to maintain the current levels of progress and achievement. In addition, funding must respond to the expected significant reforms that have resulted from the various national commission and study group reports.

Each of the following major reports on the status of American education has a direct effect on all the schools that currently serve American Indians and Alaska Natives:

- National Commission on Excellence in Education--Secretary Terrel Bell, "A Nation at Risk"
- Twentieth Century Fund Task Force Report--"Making the Grade"
- Education Commission of the States-Task Force on Education for Economic Growth--"Action for Excellence"
- College Entrance Examination Board--George Hanford, "Academic Preparation for College"
- Carnegie Corporation--James Hunt, "Education and Economic Progress: Toward a National Education Policy"
- National Association of Secondary School Principals--Ted Sizer, "A Celebration of Teaching: High Schools in the 1980s"
- Carnegie Foundation for the Advancement of Teaching--Ernest Boyer, "High School: A Report on American Secondary Education"

NACIE supports the following general recommendations and suggests they be incorporated into current educational programs for Indians:

- Higher minimum high school graduation requirements
  - Four years of English
  - Three years of Mathematics
  - Three years of Science
  - Three years of Social Studies
  - One-half year of Computer Science
- Higher standards for college students
  - Admission and achievement expectations
- More time for instruction
- Higher standards for teachers
  - Teacher training and in-service competency requirements
- Higher salaries for teachers and instructional staff
- More adequate overall school financing
- Improved curricula
  - Proper emphasis on math-science/computerization
  - Enlist the best scientific minds of the nation to work on school and college curriculum projects
- Proficiency in a second language
- Encourage a partnership among business/labor, education, and government to train Indian students in the workplace
- Emphasis on developing talent among minorities
- Greater parental involvement
- More efficient use of school facilities

PART III

COUNCIL ACTIVITIES

The National Advisory Council on Indian Education held two full Council meetings:

- May 9-11, 1983, Washington, D.C.
- August 10-12, 1983, Washington, D.C.

and

two Executive Committee meetings:

- June 7-8, 1983, Washington, D.C.
- September 27-28, 1983, Tempe, AZ

COUNCIL MEMBERSHIP

Fiscal Year 1983: October 1, 1982 - September 30, 1983

DATE	MEMBERSHIP
October 1, 1982 to November 2, 1982	14 Members
November 3, 1982 to December 12, 1982	0 Members
December 13, 1982 to March 28, 1983	7 New Members
March 29, 1983 to May 30, 1983	(2 Appointed) 9 Members
June 1, 1983 to September 30, 1983	(1 Appointed) 10 Members

The May 9-11, 1983 Council sessions were devoted to organizational, personnel, and budgetary matters; orientation for new members on Indian education issues and concerns, and setting plans to resume Council activity. There were no Council meetings from April 19, 1982, to May 9, 1983.

The Council readily assumed its statutory role, despite the late start. One of the first priorities was to initiate a nation-wide search for a Director of the Indian Education Programs Office. The August 10-12, 1983 full Council sessions set the initial plans, empowering the Executive Committee to act as the Search Committee. Subsequently the Executive Committee met in Tempe, AZ, on September 27-28, 1983, to establish search procedures in coordination with the Department of Education.

The Executive Committee met with officials from the Department of Education, the Department of the Interior - Assistant Secretary for Indian Affairs, and the Bureau of Indian Affairs to learn about the educational services provided by various offices for American Indians and Alaska Natives.

Individual members of the Council and staff attended regional conferences sponsored by the Secretary of Education to provide orientation and progress reports on the status of responses from the various states to the report on "Call for Excellence" in the nation's schools.

PART IV

PROFILE OF PROGRAMS AND FELLOWSHIPS FUNDED BY TITLE IV FISCAL YEAR 1983

The Indian Education Act of 1972, Title IV, as amended, has funded many programs and Indian Fellowship students as outlined on the following pages.

The Indian Education Programs Office, Department of Education, provided a random sampling of exemplary programs and individuals for the NACIE Tenth Annual Report. The profiles of programs and fellowship recipients make it clear that programs funded under P.L. 92-318 are functioning smoothly and effectively, with a clear-cut emphasis on practical application of knowledge. The programs are perceived by participants as valuable and by supporters as vital to the continued progress of Indian peoples.

1. Part A-Entitlement

A. Exemplary Program

Oklahoma City Public Schools
900 North Klein
Oklahoma City, OK 73106
Grant Amount: $202,857

B. Specifics

1) Program name

"Oklahoma City Public Schools Indian Education Program, Addressing Academic, Cultural, Guidance, and Financial Needs of Students"

2) Student population

1,604 Indian students in grades K-12 (Cherokee, Choctaw, Chickasaw, Creek, Seminole, Caddo, Cheyenne, Kiowa, and other tribes in Oklahoma)

3) Special characteristics

- The school district includes 99 schools, 35 of which serve as "base schools" for the project because they have the largest number of Indian students enrolled.
- Services include tutoring, financial assistance, and cultural activities.
- The school district has a computerized system for documenting and maintaining eligibility information (506 forms).

4) Achievement indicators

- 142 students were tutored in reading and 156 students were tutored in math. Pre- and post-test score analyses on the Wide Range Achievement Test (WRAT) were statistically significant. In reading, the mean gain was 2.34 points; in math, the mean was 1.59 points.
- Under the supplemental guidance and counseling services for behavior problems, 341 students were assessed by the "Behavior Adjustment Record," and 188 or 55.1 percent showed improvement.

A. Exemplary Program

Mineral County School District
503 C Street
P.O. Box 1547
Hawthorne, NV 89415
Grant Amount: $14,662

B. Specifics

1) Program name

"Computer Instruction in Basic Skills"

2) Student population

117 Paiute Indian students in grades K-8

3) Special characteristics

- Indian students located in a remote rural area received computer-assisted instruction (PLATO system) in basic skills.
- Instructors received special training which helped them to plan, design, and organize their lesson plans in a systematic, technical way.

4) Achievement indicators

- Pre-and post-test data indicate gains in scores for language arts, science, reading, and math of more than one month in grade equivalent each month for each student.
- Motivation of students, teachers, and parents was high, and they were very committed to the success of the project.

A. Exemplary Program

Mt. Morris School District
12356 Walter Street
Mt. Morris, MI 48458
Grant Amount: $56,078

B. Specifics

1) Program name

"Mt. Morris Indian Education Title IV-A Tutorial Program of Academic Help and Cultural Enrichment"

2) Student population

246 Indian students from several different tribes

3) Special characteristics

- An Individualized Education Planning Committee coordinates services for each student and in this way avoids duplication of effort.
- Each school has its own tutor.
- In grades 1-6, all referrals come from classroom teachers, who have overcome past hesitation to make referrals and stay in close contact with tutors.
- Tutors feel supported in their efforts and teachers feel that the tutoring is an asset.
- All but one of the tutors are Indian.
- "High risk" students are being identified and will be tracked closely to reduce high absenteeism and potential dropping out.

4) Achievement indicators

- 95% of students in grades 1-6 participate in tutoring or cultural activities.
- 60% of those tutored showed an increase in testing scores. While exact increases are difficult to measure since different tests were used for pre-and post-testing, teachers and tutors concur that students have improved in math and reading achievement.

A. Exemplary Program

Polson School District #23
111 Fourth Avenue East
Polson, MT 59860
Grant Amount: $12,198

B. Specifics

1) Program name

"Remedial and Accelerated Instruction in Basic Skills"

2) Student population

Native Americans on the Flathead Indian Reservation

3) Special characterisics

The elementary and high school projects provide tutoring services for appoximately 18 first graders and home/school counseling services to approximately 80 students, K-12.

4) Achievement indicators

In three years, the dropout rate was lowered from 12% to 6.75%, and the failure rate of first graders was lowered from 22% to 2%.

2. Part A, Non-LEA

A. Exemplary Program

Fond du Lac Reservation
Business Committee - Education
105 University Road
Cloquet, MN 55720
Grant Amount: $130,997

B. Specifics

1) Program name

"Fond du Lac Ojibway School High Technology Program" under Title IV, Part A, Enrichment (ICS)

2) Student population

85 to 120 Chippewa Indian students in grades 7-12

3) Special characteristics

This program seeks to prepare Indian students to cope with and participate in high technology advances by:

- Introducing students to career possibilities in high technology areas;
- Providing a better math and science background for competition in post-high school education;
- Better preparing students for college and career decisions;
- Helping to correct the imbalance of minorities in high technology by providing employers with qualified employees; and,
- Encouraging students to become educators and role models for younger students.

4) Achievement indicators

No data is available to this Office yet because the project will not end its first year of operation until June 1984.

A. Exemplary Program

St. Stephens Indian School
P.O. Box 345
St. Stephens, WY 82524
Grant Amount: $58,720

B. Specifics

1) Program name

"Curriculum Enrichment Program"

2) Student population

Approximately 260 Arapaho and Shoshone students in grades P-8

3) Special characteristics

Culturally relevant curricula in mathematics, reading, science, and social studies are being developed and used to improve the quality of instruction. The goal of the project, which has just completed the first year of a three-year grant, is to upgrade the basic educational skills of students so they will remain and succeed in school.

3. Part B, PPD

A. Exemplary Program

Ketchikan Indian Corporation
P.O. Box 6855
Ketchikan, AK 99901
Grant Amount: $217,232

B. Specifics

1) Program name

"The Outreach Tutoring Program"

2) Special characteristics

- The program provides follow-up services to preschool graduates of an early childhood training/home visitation program and serves as a liaison between home and school. Its primary objective is to increase parental involvement in their children's education so that native students remain in school and problems of drug abuse, alcoholism, and vandalism can be reduced. Emphasis is placed on early diagnosis and treatment of student problems, with close parental involvement.

- At the elementary level, special attention is given to language development skills. A "Homework Hotline" has been established to assist students (and their parents) with homework assignments and is available to students at all grade levels.

- Parents are encouraged to visit the Outreach Center with their children and receive materials and assistance from tutors during home visits, and are kept informed of school and project activities/services.

Part B

A. Exemplary Program

Cross-Cultural Education Center, Inc.
P.O. Box 66
Park Hill, OK 74451
Grant Amount: $66,872

B. Specifics

1) Program name

"Bachelor's Degree Training Program for Indians"
(Educational Personnal Development)

2) Student population

12 Cherokee teacher trainees

3) Special characteristics

- The focus of the program is to increase the number of Indian teachers who understand and know the "Indian way" in schools with large Indian populations through undergraduate study leading to bachelor's degrees in bilingual/bicultural education at Northeastern State University.

- The program provides 3-6 hours per semester of Cherokee language and history, two days per week of practicum experience in the classroom, and active membership in bilingual/bicultural Indian education organizations.

4) Achievement indicators

- Of the 12 students enrolled, 11 met the required number of college credit hours and maintained the required grade point average.

- 100% of the students met the 2 days per week practicum requirement.

Part B

A. Exemplary program

Dibe Qazhi Habitiin Olta, Inc.
(Borrego Pass School Board)
P.O. Box Drawer A
Crownpoint, NM 37313
Grant Amount: $116,817

B. Specifics

1) Program name

"Comprehensive Instructional Program Using English and Navajo in Single Grade-Level Teacher Manuals"

2) Student population

106 Navajo students from homes in which English is not used as a primary language.

- 45 of 106 students spoke no English at all, except for occasional Navajoized "loan" words, upon initial entry into the school. The remaining 61 were Navajo-dominant bilinguals on entry.
- Six students come from homes in which English is the primary language of communication; for some of them the school is the primary source of knowledge of Navajo.
- Two students are children of non-Navajo-speaking professional members of the school staff. These students serve as English language models for the Navajo students in their classes, and show some signs of "picking up" some Navajo. Their curriculum needs, however, are strictly for English language materials common to the mainstream culture from which they come.

3) Special characteristics

- Before this program began, no system incorporating these elements into a single coordinated and comprehensive plan of instruction existed.

- Additionally, the commercial curricula available were not designed to serve the needs of student populations with either the special English language limitations or the Navajo transmitted skills of these students.

- There is a clear historical pattern showing that the proportion of students speaking no English upon kindergarten entry is decreasing. An average of 39% of such students entering kindergarten from 1974 to 1978 has fallen to an average of 20% entering kindergarten from 1978 through 1980.

4. Part B, Services

A. Exemplary program

United Indians of All Tribes Foundation
P.O. Box 99253
Seattle, WA 98199
Grant Amount: $121,246

B. Specifics

1) Program name

"Daybreak Star and Quarter Moon Readers Student Editorship Project"

2) Special characteristics

Approximately 30 Indian students from various tribes in the Puget Sound area receive after-school instruction and assistance in planning, creating, and editing materials for the culturally relevant publications Daybreak Star (grades 4-6) and Quarter Moon (grades 1-3).

3) Achievement indicators

The student editors acquire improved reading, language arts, social studies skills, and knowledge of traditional Indian cultures as a result of this learning activity. Approximately 100 additional students in schools in the project area receive direct assistance through participation in developing special editions of the publications. The student publications currently have a subscribing readership of about 2,500 in the state, region, and nation.

Part B

A. Exemplary Program

Choctaw Central School
Mississippi Band of Choctaw Indians
Route 7, Box 21
Philadelphia, MS 39350
Grant Amount: $92,284

B. Specifics

1) Program name

"Choctaw History, Culture, and Current Events for Choctaw Students under Title IV, Part B, Educational Services"

2) Student population

Ten (10) 12th-grade Choctaw students interested in post-secondary education

3) Special characteristics

An innovative class, which has two major objectives: to prepare Choctaw High School students to conduct research and to develop their skills in writing papers, which will be published in a Choctaw History, Culture, and Current Events book, and to prepare the students for college by providing instruction in note-taking methods, test-taking strategies, refined listening skills, vocabulary development, efficient reading, organization, and effective study methods. The students will be better prepared to meet college requirements in the areas of reading, writing, and research, and they will have a complete overview of what to expect at college from many perspectives.

4) Achievement indicators

- The course has been accredited by the state.
- Most project objectives were met or exceeded, e.g.:

a. Students demonstrated 80% accuracy on tests measuring cognitive understanding of research methods.

b. Students produced two papers each that received a "B" or better in methodology.

c. Students demonstrated 90% accuracy on understanding composition questions (goal was 80%).

d. Students demonstrated an improvement of .75 years in reading skills as reflected in their performance on the Michigan Test of English Language Proficiency.

5. Part C, PPD

A. Exemplary program

Blackfeet Community College
Human Development Department
P.O. Box 814
Browning, MT 59417
Grant Amount: $87,292

B. Specifics

1) Program name

"Blackfeet Teleteacher/Correspondence Adult Education System"

2) Special characteristics

- The project is developing an adult basic education program which incorporates modern communication devices and the postal service to deliver services to the residences of participants in the project's rural and isolated target area.

- Teleteacher machines, which are phone-answering machines capable of playing standard cassette tapes when called by another phone, are used to provide individualized instruction at times selected by the user. The machines operate 24 hours a day and offer 15 to 30 minute lessons in GED preparation, basic skill development, life coping skills, consumer education, job acquisition skills, career education, and cultural subjects. Tapes in the Blackfeet language are also used. A teacher is available to provide assistance during the day and some evenings. Services are also delivered through correspondence courses and monthly meetings with an instructor. Participants may elect one or both delivery modes.

3) Achievement indicators

During the first project year, 17 Blackfeet adults participated in the pilot activity and one of them obtained the GED.

6. Part C, Services

A. Exemplary Program

Rapid City Indian Service Council, Inc.
P.O. Box 7038
Rapid City, SD 57709
Grant Amount: $73,593

B. Specifics

1) Program name

"Rapid City Indian Adult Education Program"

2) Special characteristics

The project provides GED services and training to improve life coping skills to approximately 150 Sioux adults. Counseling, placement and instructional services, life coping skills workshops, and personal/special interest training sessions are among the services provided. Life coping skills workshops included careers, employment preparations, resume writing, and financial aid workshops. Special interest sessions included a mini cultural film festival, Lakota language instruction, creative writing, and arts and crafts instruction.

3) Achievement indicators

As of June 1983, 42 adults in the program obtained the GED, and 14 students demonstrated an average gain of .7 and 1.1 in reading and math, respectively.

Part C

A. Exemplary Program

Affiliation of Arizona Indian Centers (AAIC)
Indian Adult Education
2721 North Central Avenue, Suite 910
Phoenix, AZ 85004
Grant Amount: $84,747

B. Specifics

1) Program name

"Increasing the Level of Basic Literacy of the Urban Indian Adults in Three Service Areas"

(This project commenced July 1, 1982 and terminates June 30, 1984.)

2) Achievement indicators

The curriculum writers are in the process of producing an ABE curriculum handbook from the draft developed earlier in the program which will be distributed in an appropriate manner to all interested Title IV, Part C projects. It is expected that this curriculum will benefit both those students who participate in the field-testing process and many other students subsequently, in numerous Part C projects, who will use the handbook as part of their curriculum. The handbook is intended to result in more Indian ABE students being retained, to increase their interest level as determined by student evaluations, and to more quickly raise their basic reading comprehension levels and compositional skills. This will enable them to either enter a GED preparation program or to function more effectively and efficiently in an urban setting by virtue of their greater competency in the basic skills.

Part C

A. Exemplary Program

Mississippi Band of Choctaw Indians
Education Department
Route 7, Box 21
Philadelphia, MS 39350
Grant Amount: $171,099

B. Specifics

1) Program name

"Choctaw Adult Education: English-Language, Literacy, and GED-Preparatory Home-Based and Classroom-Based Instruction for Choctaw Adults, under Title IV, Part C, Education Services"

2) Student population

370 Choctaw adults

3) Special characteristics

- The program relies heavily upon Choctaw teaching paraprofessionals backed up by a strong career ladder plan including inservice, on-the-job training, and ongoing college coursework. This approach has been successful because not only have the paraprofessionals performed as role models for building community self-esteem, but a high percentage have also completed their degrees and been promoted to professional teacher status.

- Program staff are included in basic decision-making processes with the director and also accorded a high degree of independence in carrying out these duties.

- Classroom facilities are excellent, which is unusual for adult education programs, and transportation is quite adequate.

- The program is flexible in that it makes an all-out effort to adapt class schedules to the participants.

4) Achievement indicators

- GED output has nearly equalled that of the high school over the past 10 years. GED graduation is a source of pride for the entire community.

- Instructional objectives were met or surpassed.

- Since the appointment of a Choctaw Director, Eddie Gibson, the ratio of Choctaw to non-Choctaw professional teachers has changed from 0/100 to 3/2.

7. Indian Fellowship Profiles

The following profiles are representative of the caliber and range of interests of the students receiving fellowships through Title IV.

1. MICHAEL SANSAVER

3124 Glen Carlyn Road, Falls Church, VA.

Sansaver is a member of the Sioux Tribe and grew up on a reservation in Montana. He worked there for several summers in recent years and noticed that much construction was taking place on the reservation, such as school buildings, housing projects, hospitals, and even dancing pavilions. Some of these were adequate, but he felt that most were not done in accordance with the tribe's cultural values nor at optimal efficiency. He believed that there should be more Indian-owned and oriented businesses involved in construction. Through the Fellowship program, Sansaver is working on his Bachelor's Degree in architecture at Catholic University, Washington, D.C. He studied at Piedmont Virginia Community College and Montana State University before entering Catholic.

2. Gail Oba

Lansing North, Apartment 17-C, Ithaca, NY.

Oba, an Eskimo from Unalakleet, AK, attends Cornell Law School in Ithaca, NY. Her goal is to obtain a law degree and return to Alaska to promote and protect Alaska Native interests. Since passage of the Alaska Native Claims Settlement Act in 1971, there have been a number of Alaskan legislative acts passed which she feels greatly restrict the traditional subsistence lifestyles of Alaska Natives. She feels that the Natives were not adequately informed of the implications of these acts prior to passage and would like to ensure that Alaska Natives receive fair representation and are duly informed of changes in laws which affect them in the future.

3. Frank W. Laquier

511 South 7th Street, Waite Park, MN.

A member of the Chippewa Tribe of White Earth, MN, Laquier's goal is to become a practicing environmental biologist. Since he was a child, he has been concerned with protecting the environment against pollution. As natural resources are developed on his reservation, he wants to ensure that the environment is protected. He worked as a volunteer in the

Mille Lacs Indian Reservation Chemical Dependency Program. He believes his background in science will help him to understand the debilitating effects of alcoholism and to assist Indian people in overcoming this disease. Laquier attends St. Cloud State University, where he earned a G.P.A. of 4.00 for his first term in coursework such as biology, psychology, and anthropology.

4. Roberta Conner

2205 Townsend Way, S.E., Salem, OR.

Conner is a member of the Confederated Tribes of the Umatilla Reservation located at Pendleton, Oregon. She is enrolled at Williamette University at Salem, OR, in business administration.

Conner is dedicated to working with Indian people in recreation or in educational technical assistance. She has extensive experience in organizing tasks, events, and human resources and in working with Indians and non-Indians on projects to enhance the future of Indians. Conner's goal is to participate in public policy and program development and implementation, through either state legislative work or tribal administration, or both. She feels that the Indian Fellowship Program is helping her fulfill her goal to be an Indian who is an effective administrator and manager.

5. Brian M. Myles

83 Francis, Brookline, MA.

He is a member of the Mohegan Tribe of Uncasville, CT, and attends Harvard University studying education. Myles, a native of New Haven, CT, has been involved on Connecticut Indian social, political, and economic development since 1969, when he attended the University of New Haven. On the Connecticut intertribal level (five indigenous tribes), he worked with Indians to create legislation favorable to the tribes and in 1973, the second attempt to establish Indian affairs legislation was successful; Myles wrote part of the legislation and lobbied for its passage.

On the tribal level, he has been extensively involved with the Mohegan tribe's governmental reorganization, performing the necessary legal research and facilitating the procedural steps throughout the constitutional convention process. Myles also has served as Executive Director of American Indians for Development. His goal is to continue to provide a diverse and flexible leadership and to assist in developing educational programs to meet present and future tribal governmental and administrative needs.

PART V

TITLE IV FISCAL YEAR 1983 FUNDING ON A STATE-BY-STATE BASIS FOR PARTS A, A (NON-LEA), B, AND C AND INDIAN FELLOWSHIP

The following pages include five tables showing a state-by-state distribution of funds awarded to Title IV grantees in Parts A, A--Non-LEA (Indian Controlled Schools), B, C, and the Indian Fellowships for Fiscal Year 1983. These programs and Fellowships are managed by the Indian Education Program within the Office of Elementary and Secondary Education in the U. S. Department of Education (ED). This data comes from ED records and represents actual expenditures.

It should be noted that expenditures have fluctuated over the years but never reached the authorization levels established by the Congress. NACIE strongly urges that, in view of the documented success of the programs funded by P.L. 92-318, funding levels be raised or at least retained at the current amounts.

TABLE 1
STATE-BY-STATE DISTRIBUTION OF TITLE IV--PART A FUNDS
LOCAL EDUCATIONAL AGENCIES, FY 1983

State	Applications Received	Applications Approved	Funds Obligated
ALABAMA	8	8	$ 503,513
ALASKA	44	44	6,049,357
ARIZONA	61	60	4,323,694
ARKANSAS	2	2	99,365
CALIFORNIA	135	133	3,925,832
COLORADO	7	6	188,332
CONNECTICUT	3	3	30,585
FLORIDA	6	6	65,163
HAWAII	1	1	16,866
IDAHO	12	12	213,866
ILLINOIS	2	2	92,943
INDIANA	2	2	7,532
IOWA	4	4	86,476
KANSAS	6	6	134,842
LOUISIANA	6	6	261,134
MAINE	4	4	44,388
MARYLAND	5	5	159,947
MASSACHUSETTS	2	2	87,358
MICHIGAN	90	90	2,003,754
MINNESOTA	55	54	1,504,836
MISSOURI	1	1	3,579
MONTANA	39	39	1,601,399
NEBRASKA	9	9	250,232
NEVADA	10	10	312,200
NEW JERSEY	3	3	61,202
NEW MEXICO	24	24	3,495,890
NEW YORK	16	16	973,163
NORTH CAROLINA	26	25	1,789,924
NORTH DAKOTA	17	17	454,380
OHIO	4	4	116,801
OKLAHOMA	294	290	8,944,178
OREGON	27	23	836,225
RHODE ISLAND	1	1	22,782
SOUTH CAROLINA	1	1	7,352
SOUTH DAKOTA	29	29	1,234,067
TENNESSEE	1	-0-	-0-
TEXAS	3	3	91,578
UTAH	15	14	518,825
VERMONT	1	1	47,301
VIRGINIA	2	2	20,550
WASHINGTON	73	73	2,247,227
WISCONSIN	44	42	985,364
WYOMING	6	6	217,319
TOTALS	1,101	1,083	$44,031,321

Note: No applications received from states not listed.

TABLE 2
STATE-BY-STATE DISTRIBUTION OF TITLE IV--PART A FUNDS
INDIAN CONTROLLED SCHOOLS (NON-LEA), FY 1983

State	Applications Received	Applications Approved	Funds Obligated
ALASKA	2	-0-	$ -0-
ARIZONA	3	2	278,465
FLORIDA	1	1	246,908
IDAHO	2	2	93,787
IOWA	1	1	53,163
KANSAS	1	1	150,107
MICHIGAN	1	1	102,259
MINNESOTA	6	4	472,303
MONTANA	4	4	578,530
NEVADA	2	2	206,723
NEW MEXICO	5	5	399,226
NORTH DAKOTA	2	1	310,855
OKLAHOMA	1	-0-	-0-
SOUTH DAKOTA	6	6	696,462
WASHINGTON	2	2	243,078
WISCONSIN	2	1	82,602
WYOMING	2	2	466,924
TOTALS	43	35	$4,381,392

TABLE 3
STATE-BY-STATE DISTRIBUTION OF TITLE IV--PART B FUNDS, FY 1983

State	Applications Received	Applications Approved	Funds Obligated
ALASKA	9	2	$ 396,636
ARIZONA	21	5	728,323
CALIFORNIA	19	4	355,489
COLORADO	3	-0-	-0-
DISTRICT OF COLUMBIA	1	-0-	-0-
IDAHO	4	-0-	-0-
ILLINOIS	1	-0-	-0-
KANSAS	1	-0-	-0-
MAINE	2	-0-	-0-
MASSACHUSETTS	3	3	413,471
MICHIGAN	2	1	43,092
MINNESOTA	19	6	1,250,540
MISSISSIPPI	3	3	445,553
MONTANA	11	2	299,049
NEBRASKA	5	2	129,162
NEVADA	5	1	84,322
NEW MEXICO	22	6	742,936
NEW YORK	6	2	224,239
NORTH CAROLINA	6	1	201,260
NORTH DAKOTA	4	1	94,997
OKLAHOMA	32	6	861,336
OREGON	7	-0-	-0-
PENNSYLVANIA	1	1	208,618
RHODE ISLAND	2	-0-	-0-
SOUTH DAKOTA	14	5	378,905
UTAH	6	3	460,186
VERMONT	1	-0-	-0-
WASHINGTON	25	9	1,112,238
WISCONSIN	12	3	434,449
WYOMING	1	1	58,720
TOTALS	248	67	$ 8,923,521

Note: No applications received from states not listed.

TABLE 4
STATE-BY-STATE DISTRIBUTION OF TITLE IV--PART C FUNDS, FY 1983

State	Applications Received	Applications Approved	Funds Obligated
ALABAMA	1	-0-	$ -0-
ALASKA	8	2	253,722
ARIZONA	3	2	208,922
ARKANSAS	1	-0-	-0-
CALIFORNIA	9	-0-	-0-
COLORADO	3	2	169,484
DISTRICT OF COLUMBIA	1	-0-	-0-
ILLINOIS	1	1	147,365
MAINE	2	-0-	-0-
MARYLAND	1	-0-	-0-
MASSACHUSETTS	2	2	369,222
MICHIGAN	2	-0-	-0-
MINNESOTA	8	3	223,981
MISSISSIPPI	1	1	171,099
MONTANA	9	4	375,980
NEBRASKA	2	1	55,121
NEVADA	1	-0-	-0-
NEW MEXICO	9	-0-	-0-
NEW YORK	1	-0-	-0-
NORTH CAROLINA	3	2	246,131
NORTH DAKOTA	3	2	169,197
OKLAHOMA	11	-0-	-0-
OREGON	2	-0-	-0-
RHODE ISLAND	2	-0-	-0-
SOUTH CAROLINA	3	1	40,982
SOUTH DAKOTA	9	3	262,293
UTAH	5	-0-	-0-
VERMONT	1	-0-	-0-
WASHINGTON	11	6	803,650
WISCONSIN	2	1	95,851
WYOMING	1	0	-0-
TOTALS	118	33	$ 3,593,000

Note: No applications received from states not listed.

TABLE 5
STATES WHERE INDIAN FELLOWSHIP RECIPIENTS
ATTENDED HIGHER EDUCATION INSTITUTIONS, FY 1983

State	Fellowships Funded	Funds Obligated
ALASKA	1	820
ARIZONA	11	30,917
ARKANSAS	3	26,621
CALIFORNIA	20	190,612
COLORADO	2	8,451
CONNECTICUT	3	14,650
DISTRICT OF COLUMBIA	1	5,985
FLORIDA	2	17,202
GEORGIA	3	9,253
IDAHO	5	28,871
ILLINOIS	1	4,389
INDIANA	2	12,715
IOWA	2	16,400
KANSAS	3	11,692
MASSACHUSETTS	13	163,390
MICHIGAN	4	72,688
MINNESOTA	9	84,429
MISSOURI	1	7,362
MONTANA	1	6,966
NEBRASKA	2	8,652
NEVADA	2	13,088
NEW JERSEY	1	5,977
NEW MEXICO	8	25,366
NEW YORK	9	73,756
NORTH CAROLINA	16	50,776
NORTH DAKOTA	3	37,035
OKLAHOMA	20	104,300
OREGON	1	10,960
PENNSYLVANIA	6	79,969
SOUTH CAROLINA	2	12,597
SOUTH DAKOTA	2	9,752
TEXAS	4	22,245
VIRGINIA	1	6,432
WASHINGTON	14	76,774
WISCONSIN	5	20,527
TOTALS	183	$1,271,619

Note: No applications received from states not listed.

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MAP

A SUMMARY OF THE LOCATIONS
AND DATES OF THE 48 FULL NACIE MEETINGS

● = State in which meeting was held

Washington, DC, May 19-22, 1973
Washington, DC, June 16-21, 1973
San Francisco, CA, July 25-29, 1973
Denver, CO, August 23-24, 1973
Billings, MT,, October 23-24, 1973
Washington, DC, November 17-19, 1973
Washington, DC, February 20-22, 1974
Albuquerque, NM, March 30-31, 1974
New Orleans, LA, May 10-12, 1974
Washington, DC, June 17-18, 1974
Anchorage, AK, July 18-21, 1974
Oklahoma City, OK, Oct. 18-20, 1974
Orlando, FL, December 13-15, 1974
Denver, CO, May 30-June 1, 1975
Bismarck, ND, June 26-29, 1975
Rochester, NY, August 1-3, 1975
Seattle, WA, October 16-19, 1975
Reno, NV, January 16-18, 1976
Silver Spring, MD, April 9-11, 1976
Arlington, VA, May 7-9, 1976
Green Bay, WI, June 17-20, 1976
Washington, DC, August 6-8, 1976
Raleigh, NC, September 17-19, 1976
Washington, DC, October 27-29, 1976
Tucson, AZ, January 27-29, 1977
Washington, DC, March 4-6, 1977
Washington, DC, July 8-10, 1977
Dallas, TX, September 17-19, 1977
St. Paul, MN, November 4-6, 1977
Washington, DC, April 7-9, 1978
Washington, DC, August 24-26, 1978
Denver, CO , September, 15-17, 1978
Tulsa, OK, Nov. 30-Dec. 2, 1978
Billings, MT, May 19-21, 1978
Washington, DC, January 18-20, 1979
Washington, DC, April 19-22, 1979
Bangor, ME, July 16-18, 1979
Denver, CO, Nov. 30-Dec. 2, 1979
Raleigh, NC, March 7-9, 1980
Rapid City, SD, May 20-22, 1980
Dallas, TX, October 17-19, 1980
Washington, DC, January 9-11, 1981
Anchorage, AK, May 1-3, 1981
Portland, OR, October 9-11, 1981
Nashville, TN, January 8-10, 1982
Cambridge, MA, April 17-19, 1982
Washington, DC, May 9-11, 1983
Washington, DC, August 10-12, 1983

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